



RELEVANT PUBLICATIONS 2016

Haas, M., Koeszegi, S. T. & Zedlacher, E. (2016). Breaking patterns? How female scientists negotiate their token role in their life stories. *Gender, Work & Organization*, 23(4), 397-413.

Building upon token theory, this paper analyses coping behaviours of women in Science, Engineering and Technology (SET) through a professional identity perspective. It proposes that female scientists need to negotiate and balance conflicting aspects of their professional and gender identities throughout their career. A reconstructive biography analysis of Leitmotif and Gestalt of 15 life stories reveals that gender is the structuring element of the female scientists' self-presentation. The paper presents two key cases which exemplify two alternative coping strategies: the women either use asimilarity strategy, relying on full assimilation to the masculine norms in SET, or a difference strategy, highlighting their otherness and their struggle for equality. The in-depth analysis reveals that both strategies cannot 'break patterns', but instead leave the dominance of masculine norms in SET unchallenged. Implications of these findings are discussed.

Toffoletti, K. & Starr, K. (2016). Women academics and work-life balance: gendered discourses of work and care. *Gender, Work & Organization*, 23(5), 489-504.

This article examines how discourses of work–life balance are appropriated and used by women academics. Using data collected from semi-structured, single person interviews with 31 scholars at an Australian university, it identifies and explores four ways in which participants construct their relationship to work–life balance as: (1) a personal management task; (2) an impossible ideal; (3) detrimental to their careers; and (4) unmentionable at work. Findings reveal that female academics' ways of speaking about work–life balance respond to gendered attitudes about paid work and unpaid care that predominate in Australian socio-cultural life. By taking a discursive approach to analysing work–life balance, our research makes a unique contribution to the literature by drawing attention to the power of work–life balance discourses in shaping how women configure their attempts to create a work–life balance, and how it functions to position academic women as failing to manage this balance.

Villasana, M., Alcaraz-Rodríguez, R. & Alvarez, M. M. (2016). Examining entrepreneurial attributes of Latin American female university students. *Gender and Education*, 28(1), 148-166.

The phenomenon of women engaging in entrepreneurship is expanding and becoming acknowledged as a valuable resource that must be institutionally and socially supported. Through entrepreneurship education, female students, as potential entrepreneurs, can develop and strengthen those skills and behaviours identified as characteristic of successful entrepreneurs. This paper explores four attributes associated with entrepreneurship (creativity, problem management, risk management, and self-confidence) of 1838 undergraduate students from 11 universities in Latin America (Mexico, Argentina, Brazil, Chile, Colombia, Costa Rica, El Salvador, Guatemala, and Uruguay) and one in Spain, used as a control group. By comparing the results for the male and female student population, self-confidence appears as an attribute that is present at the same level in both groups; statistically significant differences were reported for the other three attributes (creativity, problem management, and risk management). Entrepreneurship programmes can utilise such information to strengthen in female students those attributes for successful engagement in entrepreneurial activity.

Burridge, N., Payne, A. M. & Rahmani, N. (2016). “Education is as important for me as water is to sustaining life”: perspectives on the higher education of women in Afghanistan. *Gender and Education*, 28(1), 128-147.

Progress in education in Afghanistan since the fall of the Taliban has been described as ‘fragile, limited in reach, depth and uncertainty of sustainability’ [UNICEF. 2013. *Annual Report – Afghanistan*. United Nations International Children's Emergency Fund. *Basic Education and Gender Equality: Afghanistan*. United Nations International Children's Emergency Fund]. This is particularly true for Afghan women participating in higher education, within a culture that remains resistant to women's education. This article documents the views and attitudes of Afghan women who have sought to gain a higher education, within a context where only 5% of the Afghan population attends university, and less than 20% of university students are female [The World Bank. 2013. *World Development Indicators: Poverty Headcount Ratio at National Poverty Lines. The World Bank Group*]. It is an attempt to listen to the voices of Afghan women to ascertain what they see as the best ways to improve their educational outcomes. Findings illustrate that while progress has been made in enabling a small percentage of women to pursue higher education, there are still significant and enduring obstacles for Afghan women seeking such a path.

Danvers, E. C. (2016). Criticality's affective entanglements: rethinking emotion and critical thinking in higher education. *Gender and Education*, 28(2), 282-297.

Critical thinking is often understood as a set of tangible, transferrable and measurable skills and competencies. Yet, it is also an intensely affective experience that is complex, contingent and contextualised. Using interview, focus group and observation data conducted with 15 first-year undergraduate social science students at a UK research-

intensive university, this paper explores how students negotiate the complex knowledge practices that constitute critical thinking, particularly the affects of being and becoming critical. The theoretical tools offered by Karen Barad and Sara Ahmed allow a conceptualisation of critical thinking as a complex phenomenon of socio-material and affective practices. This paper turns to Barad and Ahmed to explore the potential of their clashing theorisations for thinking through the affective territories of critical thinking. It will argue that acknowledging the way(s) critical thinking feels (as well as what it is and what it is for) opens up new imaginaries for feminist scholarship about criticality.

Vrablikova, L. (2016). From performativity to Aporia: taking “tremendous responsibility” towards feminism and the university. *Gender and Education*, 28(3), 359-371.

This paper seeks to contribute to the thinking on feminism’s past and present entanglement with the university and strives to imagine its future. Through a close reading of the opening passage of Derrida’s essay ‘Mochlos, or The Conflict of the Faculties’, I trace ‘a university responsibility’ which does not lead to a subject conceived as self-identical. Drawing on the works of Hemmings, Scott and Wiegman, I argue that we must assume responsibility which will make us, feminism and the university tremble. This paper argues that envisioning feminist responsibilities as *tremendous* will allow us to conceive feminism as non-identical to itself and beyond the prerequisite of the sovereign (feminist) subject. Taking *tremendous responsibilities* will, as Hemmings proposes, help us create feminist narratives which will be potentially more politically transformative.

Spitzer-Hanks, D. T. (2016). Process-model feminism in the Corporate University. *Gender and Education*, 28(3), 386-400.

In a period characterised by worries over the rise of the corporate university, it is important to ask what role feminism plays in the academy, and whether that role is commensurate with feminist values and ethics. Commercial and political pressures brought to bear on the encounter between instructor and student can rob teaching of its efficacy, and the effects of institutional limitations on research may be equally troublesome. This essay argues that through a process-model approach, feminists can understand and intervene in ongoing shifts in institutional governance and mitigate their effects on teaching and research, and that process-model pedagogy is a form of microactivism existing independent of pedagogical content, making process-model feminism fundamentally materialist, radically strategic, and highly portable. Through a discussion of pedagogical and administrative practices in which process-model feminism can intervene, this essay suggests a way of understanding and inhabiting feminism’s current place in the ‘corporate’ academy.

Bazzoni, L. & Cossutta, C. (2016). “Start from your own situation”: a political analysis on the relationship between gender and education in an Italian University course. *Gender and Education*, 28(3), 465-470.

In the text, we will try to give an account of the experience of collaboration in a Public Ethics course in the degree course in Pedagogical Sciences at the University of Verona. The course in Public Ethics has had, as its main theme, the reflection on the distinction between public and private. We will begin with consider the national context and then the one of Verona, characterised on one side by a strong feminist presence, on the other from being inserted into a cultural environment with an equally strong presence of the Catholic and conservative. After investigating this peculiar coexistence, we would like to highlight our reactions and those of the students. In particular, we will focus on emerging resistances and on amazement in front of the issues and the history of feminism by many male and female students. Finally, we use the points that emerged during the course to rethink our position as feminists and as researchers.

Guest, C. J. (2016). Knowing feminism: the significance of higher education to women's narratives of "becoming feminist". *Gender and Education*, 28(3), 471-476.

Educational spaces have long provided opportunities for politicisation and activism. However, research into the processes through which students become politicised can often focus on participation in recognised forms of political action, thereby ignoring the multiple factors active in developing a political consciousness. This paper draws on narrative interviews with feminist women to consider the importance of education to their experience of becoming feminist. It considers how, for a particular group of women who were all students or recent graduates of non-STEM disciplines, academic feminism formed an important part of their narrative of becoming feminist. Each of the women referred to having a long-standing feminist inclination, instinct or feeling and indicated that studying academic feminism offered them the tools for reflecting on and articulating this.

Bonnard, C. & Giret, J. F. (2016). Gender differences in French undergraduates' academic plans and wage expectations. *Gender and Education*, 28(4), 581-598.

Gender differences in wage expectations may affect investment in human capital and increase inequalities in the labour market. Our research based on a survey of first-year students at a French university aims to focus on expectations at the beginning of the career. Our results show that anticipated earnings differ significantly between men and women. One year after graduation, we find a gender gap in pay of 16%. A wage decomposition method indicates that most of this effect is due to anticipation of discrimination. Ten years after graduation, anticipated discrimination is still almost as dominant in explaining the gender gap in pay. Finally, using a survey of recent college graduates, we show that growth in the anticipated gender gap differs greatly from growth in the observed gender gap. Our findings highlight the importance of policies promoting higher educational aspirations for young women. Career guidance counselling for students may play a decisive role in contributing to give women more ambitious aspirations, which may in turn serve to reduce inequalities in the labour market.

Handforth, R. & Taylor, C. A. (2016). Doing academic writing differently: a feminist bricolage. *Gender and Education*, 28(5), 627-643.

This article emerged as the product of a collaboration between two individuals at different stages of our academic careers, one a beginning researcher and the other a senior academic. Written as an experimental *bricolage*, the article weaves together two main threads to chart our engagements with feminist research and with writing practices, both of which we envisage as forms of feminist praxis. The red thread explores feminist research as a continuous accomplishment in which becoming-feminist is enacted through our different research narratives. The green thread employs diffraction, as an experimental practice to undo the normalised practices of academic writing by weaving together various kinds of texts. In its entangled quilting of the red and green threads, the article foregrounds *bricolage* as an experimental feminist praxis of doing collaborative writing differently.

Leberman, S. I., Eames, B. & Barnett, S. (2016). “Unless you are collaborating with a big name successful professor, you are unlikely to receive funding”. *Gender and Education*, 28(5), 644-661.

Women consistently remain underrepresented in senior academic roles within the academy worldwide. Academics increasingly require research funding to conduct research, leading to publications, both of which can then be used for promotion applications. This article explores fourteen academic women's experiences of the research funding process in New Zealand, to provide insights into one aspect of why this inequity continues. The findings identify institutional, personal, and funding issues that impact on women's application behaviour. Addressing these may assist in developing women's careers as academics and provides us with a more in-depth understanding of the issues than have previously been gleaned from large quantitative studies.

Thiel, J. J. (2016). Working-class women in academic spaces: finding our muchness. *Gender and Education*, 28(5), 662-673.

In the Burton, T., dir. [2010. *Alice in Wonderland* (Film). Burbank: Walt Disney Pictures] cinematographic reimagining of *Alice in Wonderland*, there is a moment when the Mad Hatter looks sincerely at Alice and tells her that inside her, something is missing – that she used to be much more muchier – that she has somehow lost her muchness. Seeing middle-class upward mobility within academia as a precarious space in which I must negotiate my own muchness, I explore and theorise the phenomenon of muchness through an autoethnographic lens that focuses on events in my and my mother's lives and analyse these events through theories of new materialism.

Papa, E. C. & Edwards, K. T. (2016). Curriculum homeplacing as complicated conversation: (re)narrating the mentoring of Black women doctoral students. *Gender and Education*, 28(6), 769-785.

Through personal and dialogical narratives, we explore the ways Black women mentors (do not) reveal to their mentees their lived-experiences and the personal pain associated with the pursuit of careers in higher education; how and why their narratives of pain and pursuit are negotiated, sanctioned, and/or strategically altered; and the impact these decisions have on the development of Black women graduate students. Drawing on hooks' notions of 'imperialist white supremacist capitalist patriarchy' (2015), 'radical honesty' (2004), and 'homeplace' (1990), we deploy the concept of curriculum homeplacing to more critically examine Black women's mentoring relationships.

Zippel, K., Ferree, M. M. & Zimmermann, K. (2016). Gender equality in German universities: vernacularizing the battle for the best brains. *Gender and Education*, 28(7), 867-885.

We examine how global pressures for competitiveness and gender equality have merged into a discourse of 'inclusive excellence' in the twenty-first century and shaped three recent German higher education programmes. After placing these programmes in the larger discourse about gender inequalities, we focus on how they adapt current global concerns about both being 'the best' and increasing 'gender equality' in locally specific ways, a process called vernacularisation. German equality advocates used 'meeting international standards' as leverage, drew on self-governance norms among universities, used formal gender plans as mechanisms to direct change, and set up competition to legitimate intervention. This specific incremental policy path for increasing women's status in German universities also mobilised the national funding agency and local gender equality officers as key actors, and placed particular emphasis on family friendliness as the expression of organisational commitment to gender equality.

Cortes, I., Karimi, N. & Arvelo, Z. R. (2017). Neoliberalism and higher education: a collective autoethnography of Brown women teaching assistants. *Gender and Education*, 29(1), 48-65.

The neoliberal conceptualisation of institutions of higher education positions them as transnational corporations of knowledge production that sell services internationally. In this context, realities are experienced differently based on attributes such as class, gender, race, region, and increasingly religion. As a result, women in academia, but particularly Brown Women Teaching Assistants (TAs), encounter restrictions in exercising their agency. This systematic *othering* of minority women through unfair assessment of their work and the silencing of their voices leaves them in a de-powered and vulnerable position. As women of colour in higher education, we draw upon comparable and unique life stories as a data source for a *collaborative autoethnography*. Furthermore, we adopt an arts-based lens through which we make sense of our narratives. Our aggregated stories reflect a constant negotiation for status as TAs in business-driven institutions of higher education.

Reshma Subbaye & Renuka Vithal (2016): Gender, teaching and academic promotions in higher education. *Gender and Education*, DOI: 10.1080/09540253.2016.1184237

Teaching is increasingly being considered for inclusion in academic promotions in a number of universities. This raises questions about how teaching is appraised in relation to research; and which teaching criteria contribute to promotions outcomes. This article investigates these questions from a gender perspective by statistically analysing the actual promotions outcomes by rank levels at a South African university where teaching and research have been equally evaluated in academic promotions. The findings show that, overall, there was no statistically significant difference in promotions success rates between males and females and that more females achieved excellence in teaching with higher scores than males. Two of the 10 teaching criteria analysed – ‘ongoing study of tertiary education’ and ‘special recognition of teaching’ showed statistically significantly higher scores for females with high effect sizes, pointing to the importance of the Scholarship of Teaching and Learning in academic promotions for women. This study has implications for closing the gender gap in the senior ranks of universities.

Carol Fuller (2016): The existential self: challenging and renegotiating gender identity through higher education in England. *Gender and Education*, DOI: 10.1080/09540253.2016.1241380

This article explores perceptions of the role of education as a potential medium of transformation and a vehicle to challenge and renegotiate symbolic and cultural notions of gender identity. Drawing on data collected at two time points over 10 years, it considers four young women from working-class backgrounds in England who aspired to and then went on to higher education. It considers their earlier aspiration, their current occupations and how these link to their sense of a gendered self. In doing so it raises important questions about persisting cultural hegemony that promotes equality yet continues to position women as ‘mother’ and ‘homemaker’, leaving those who reject the identity feeling defiant and defensive. It also considers how, on the one hand, higher education can provide the means to renegotiate and redefine who one wants to be, yet on the other, does so at what appears to be the cost of existential angst.

Petra Angervall (2016): The academic career: a study of subjectivity, gender and movement among women university lecturers. *Gender and Education*, DOI: 10.1080/09540253.2016.1184234

Changes in the higher education system have resulted in increased demands on effectiveness and marketisation. These demands have changed what it means to do academic work. In this study, 19 female academic lecturers have been interviewed in order to get them to reflect upon their opportunities and conditions in career. The aim is to analyse how this specific group manoeuvres; that is their ‘becoming subjectivity’ in academic career. This means an interest in analysing their locations, positions as well as their material and discursive conditions. The results show how many see teaching as important in career, but also as a trap that restrains them in their chances of research advancement. Several express that a lot of teaching drain the time and energy needed for other opportunities in career. There are also a few who experience teaching as a place where people actually collaborate more than compete and find alternative career

strategies. Even so, these women appear caught in their careers, which can relate to gender, and to the experience of ‘incapacity’ to find directions in a more competitive structure.

Hangyan Lu (2016): Caring teacher and sensitive student: is it a gender issue in the university context? *Gender and Education*, DOI: 10.1080/09540253.2016.1171296

While there is abundant scholarship discussing gendered discourse on care in early childhood and compulsory education, little exploration has been made to explore whether care might also be gendered in higher education. This article, based on data from a year-long narrative study, examines the conceptualisation of care and its effects on teaching and learning in the university context with a gender lens. It on the one hand reveals an implicit but persistent feminine ethic of care in the university context, and on the other hand delivers the hope of developing an ethic of care that values and de-genders care in universities with the demonstration of agency in the two sensitive students.

Tamar Melanie Heijstra, Finnborg Salome Steinhorsdóttir & Thorgerdur Einarsdóttir (2016): Academic career making and the double-edged role of academic housework. *Gender and Education*, DOI: 10.1080/09540253.2016.1171825

Internationalisation, competition and performance orientation are nowadays essential in the managing and financing of universities. This pattern has intensified with the austerity measures and fiscal consolidation that followed the financial crisis in 2008. This article examines the academic labour process and career making of academics from a gender perspective. Based on findings deriving from an Icelandic University, we argue that the austerity measures and increased focus on becoming one of the top universities in the world has changed the official responsibilities of academics. We show how ‘academic housework’ affects academic capital and how the amount of academic housework is unequally distributed between senior academics and newcomers. While the majority of academics conform to this contemporary academic system, marginalised groups put up some resistance but with limited success.

Melissa Rae Horsman & Patricia Cormack (2016): A meaningful meaninglessness: Canadian university culture as gendered and class-based privilege. *Gender and Education*, DOI: 10.1080/09540253.2016.1170764

Recent Canadian university student misbehaviour (rape chants, harassment, sexual assault, and anti-social media posts) has garnered much attention in the media and from university administrations. Most research concerned to address these issues focuses on sexual attitudes, gender, and party culture. In this study, we analyse student interviews from a narrative perspective and find that students use storytelling devices to construct a gendered, but also class-based, division of self into two parts: university life that ‘does not count’ and post-university life that ‘counts’ in terms of choices and actions. We called this construction a ‘meaningful meaninglessness’. We conclude with a

consideration of the meaning of the university in general and how current trends in education may contribute to student alienation.

Petrea Redmond, Hannah Gutke, Linda Galligan, Angela Howard & Tara Newman (2016): Becoming a female leader in higher education: investigations from a regional university, *Gender and Education*, DOI: 10.1080/09540253.2016.1156063

Issues of gender imbalance in leadership have long been a significant issue in universities, as is the case across most industries. This paper explores the experiences of seven females who have successfully achieved senior leadership positions at a regional university in Australia. While the experiences of these women differ in many ways, there are certainly similarities in the challenges and adversities that they have faced, and their perceptions of what has allowed them to experience success in their leadership roles. This paper provides a number of recommendations for women aspiring to be leaders in higher education, such as committing to ongoing development, taking opportunities when presented, developing resilience, developing a track record, and seeking support, and also recommendations for institutions.

Wright, T. (2016). Whatever happened to the F word in higher education? *Journal of Gender Studies*, 25(2), 215-227.

As a women's studies academic who has taught health and social care students for four years in the UK, it strikes me that much of what and how I teach is incompatible with my own pedagogic position. At a time of government cuts and economic austerity there are ever shrinking opportunities to work in women's studies environments within the higher education academy, and I often find there is a mismatch between what I am offering as an academic and what an employer is looking for. Occupying the most junior teaching post on a fixed-term contract, and coming from the discipline of women's studies – constructed often as irrelevant and/or too political and controversial, rather than a necessary philosophical foundation to critical thinking – I have diminutive curriculum influence and find myself, more often than not, delivering hegemonic groups of theories and practice. Drawing largely on level 5 health and social care interprofessional learning module course materials, this paper will analyse the discourses inscribed within them, and consequently expose the essence of the learning and teaching that takes place within the classroom. This paper will also act as a catalyst to explore whether it is possible to find, or construct, a feminist space in my learning and teaching practice.

Hart, J. (2016). Dissecting a gendered organization: implications for career trajectories for mid-career faculty women in STEM. *The Journal of Higher Education*, 87(5), 605-634.

This paper traces the workplace practices within which mid-career women faculty in science, technology, engineering, and mathematics (STEM) carry out their careers. Findings from this case study of 25 faculty at one research university revealed three

institutional processes that constrained their careers: (a) access to and integration into career networks; (b) distribution of labor in the department and institution; and (c) promotion and leadership. Using Acker's (1990, 2012) theory of gendered organizations and subtexts I uncovered systemic inequities that could compromise professional advancement for midcareer women faculty in STEM. Implications for these findings; Acker's theory; and recommendations for policy, practice, and future research are included.

Szeléni, K., Bresonis, K. & Mars, M. M. (2016). Who am I versus who can I become?: exploring women's science identities in STEM Ph. D. Programs. *The Review of Higher Education*, 40(1), 1-31.

This article explores the science identities of 21 women STEM Ph.D. students at three research universities in the United States. Following a narrative approach, the findings depict five salient science identities, including those of a) academic, b) entrepreneurial, c) industrial, and d) policy scientist and e) scientist as community educator. Our study links the five science identities to epistemological approaches in knowledge creation and application and describes the ways in which women STEM doctoral students verified their identities in reaction to various social structures. Conclusions relate the concepts of identity confirmation, suppression, and flexibility to implications for policy and practice.

Quadlin, N. Y. (2016). Gender and time use in college. Converging or diverging pathways? *Gender & Society*, 30(2), 361-385.

Gender differences in children's and adults' time use are well documented, but few have examined the intervening period—young adulthood. Because many Americans navigate higher education in young adulthood, college time use provides insight into how gendered behaviors evolve during this critical life stage. Using three years of time use data from the National Longitudinal Survey of Freshmen and latent transition analysis, I examine gender differences in time use within and across the college years for those in selective institutions. Among students whose time use is consistent throughout college, I find that women exhibit academically-oriented time use more often, and men exhibit socially oriented time use more often. However, many men transition from social time use at the beginning of college to academic time use toward the end—to the extent that gender gaps in academic time use converge by the third year. I argue that men and women construct distinct college pathways, and that men, in particular, must reroute their time use to accommodate gendered expectations for the transition to adulthood.

Acker, S., Webber, M. & Smyth, E. (2016). Continuity or change? Gender, family, and academic work for junior faculty in Ontario universities. *NASPA, Journal About Women in Higher Education*, 9(1), 1-20.

Over the past 40 or so years, women's share of faculty positions in Canada and elsewhere has increased considerably, if not yet reaching parity. Yet working in the gendered university remains problematic. This article uses data from a qualitative

research project in which 38 junior academics were interviewed about their responses to being on the tenure-track and being reviewed for tenure. Participants also talked about work–family issues and how they distributed their efforts among research, teaching, and service responsibilities. Both women and men made career decisions based on family needs, and two women and four men had taken parental leaves. While there were signs of changing norms around family matters, women were still overloaded with service roles at work. The article looks at the results in light of the contradictory nature of social change and gender roles within university work.

Jones, S. J., Warnick, E. M. & Palmer, E. M. (2016). Environment barriers and their effects on the perception of women on the tenure track. *NASPA, Journal About Women in Higher Education*, 9(1), 21-38.

Fewer women attain tenure and reach the rank of professor than their male counterparts. The extant literature is rich in descriptions of barriers that women encounter while on the tenure track. This study was designed to focus on the environment of one large, public, high research university to determine the types of environmental barriers that exist that affect women. Of interest to the researchers was whether the barriers identified can be attributed to the culture and climate of academe in general or are institution centric. To examine these barriers, this study was guided by one research question, framed by the perceptions and experiences of women on the tenure track at the study institution, which focused on the identification of environmental barriers that women encountered. This mixed method study identified environment barriers that were categorized into the four areas of work environment, assistance, policy, and genderedness and socialization. The results of the study support the national research discussions that the tenure process is flawed and ambiguous, and further emphasize that though the barriers are known to exist, universities continue to be slow to address them. The findings of the study need to be analyzed with caution due to it being conducted at one university, but the response rate of the participants supports that women seeking tenure at this institution want to discuss their perceptions and experiences of the process.

Agosto, V. et al. (2016). Running bamboo: a mentoring network of women intending to thrive in academia. *NASPA, Journal About Women in Higher Education*, 9(1), 74-89.

This article is based on the authors' experiences as women academics who engage in informal peer mentoring to persist in the cultural milieus of their respective institutions. The authors draw on poststructural perspectives and the metaphor of the rhizome "running bamboo" to illustrate the connections they forged in a mentoring network that folds across multiethnic, multilingual, and multi-geographic spaces. The analysis of personal narratives surfaced the significance of context for understanding each other's persistence in the academy. By rhizomatically constructing personal and professional narratives, the authors identified how shared experiences in academia, the contextual

variations among them, and a process of becoming peers in a mentoring network supports their negotiation of the academy.

Vongalis-Macrow, A. (2016). It's about the leadership: the importance of women leaders doing leadership for women. *NASPA, Journal about women in Higher Education, 9(1), 90-103.*

What do a group of female leadership aspirants think about female leadership? This question and the subsequent discussion broach a sensitive topic about how women respond to female leadership and whether this differs from that of male leadership. This article investigates female leadership through the experiences of a group of female leadership aspirants as they consider what makes an effective leader. An interpretive perspective drawn from interview data frames the analysis, particularly identifying agentic and communal leadership practices as representative of leadership behaviours and practices that female participants have acknowledged as effective. This article illustrates that particular leadership actions are preferred by women and that these can be evident in both male and female leaders. What emerges from the research is that the quality of leadership, specifically agentic practices that create efficacy and support, in addition to communal leadership that demonstrates emotional balance, are of greater importance to women than the gender of the leader.

Ropers-Huilman, R., Winters, K. T. & Hakkola, L. (2016). Embodied minds: college women's experience and the panopticon of higher education. *NASPA, Journal About Women in Higher Education, 9(2), 115-132.*

This article explores the ways in which women's perceptions of their own bodies affect their experiences as students in higher education. Based on online focus group interviews with 25 college women, the authors use Foucault's concept of the "Panopticon" to consider how students internalize and enforce gendered expectations related to ideal body types within college contexts. Centered in the belief that college is a time when people develop their identities, this study investigates how women students' experiences in college are influenced by their embodied minds. We demonstrate how their feelings of being critically observed and judged influenced decisions related to their academic and social interactions as well as their academic success and feelings of belonging. The article concludes by urging educators and scholars to pay attention to the ways in which minds and bodies influence teaching and learning interactions.

Gaston, J. & Ampaw, F. (2016). To stay or leave: factors that impact undergraduate women's persistence in science major. *NASPA, Journal About Women in Higher Education, 9(2), 133-151.*

This study examined factors that influenced undergraduates' decision to enter, leave, or stay within science majors. In addition, we sought to understand if such decisions differed by gender and type of science major. Using Beginning Postsecondary Students (BPS) longitudinal survey data, we found that women were less likely to select a

science major in the first year of college and were less likely to select and persist in science majors after the third year of college compared to males. Women who left science majors after the third year of college selected non-science majors, despite the number of science courses taken within the first two years. One of the most interesting findings was that many students who entered science majors by Year 3 were previously undecided upon entering college. The article concludes with implications for attracting and retaining women in science majors.

Lampman, C., Crew, E. C., Lowery, S. D. & Tompkins, K. (2016). Women faculty distressed: descriptions and consequences of academic contrapower harassment. *NASPA, Journal About Women in Higher Education*, 9(2), 169-189.

Academic contrapower harassment (ACPH) occurs when someone with seemingly less power in an educational setting (e.g., a student) harasses someone more powerful (e.g., a professor). A representative sample of 289 professors from U.S. institutions of higher education described their worst incident with ACPH. Open-ended responses were coded using a keyword text analysis. Compared to the experiences of men faculty, women faculty reported that students were more likely to challenge their authority, argue or refuse to follow course policies, and exhibit disrespectful or disruptive behaviors. Although sexual harassment was uncommon, men faculty were more likely than women faculty to recount such incidents. Women faculty reported significantly more negative outcomes as a result of ACPH (e.g., anxiety, stress-related illness, difficulty concentrating, wanting to quit) than men faculty, and negative outcomes were most likely to result from ACPH involving intimidation, threats, or bullying from students. Implications for the prevention and reporting of ACPH are discussed.

Mena, J. A. (2016). “I love my work, but this is not my life”: women of color in the academy. *NASPA, Journal About Women in Higher Education*, 9(2), 190-207.

The present study used critical ethnography and intersectionality theory to better understand the experiences of Women of Color (WOC) in the academy. WOC experience numerous and significant challenges in the academy that have the potential to stifle their career growth. Claiming increased acceptance and diversity in the academy without a crystalline understanding of the lived experience of WOC is insufficient. The present article makes an important contribution by bringing attention to the experiences of WOC in the academy in their own voices. Thirteen staff and faculty WOC employed at a predominantly White mid-sized institution in the Northeast were interviewed. Overall, the findings indicate challenges to their credibility and competence as well as overt and covert oppressive experiences. In spite of the professional challenges they described, WOC devised coping strategies within and outside the academy that fostered professional perseverance. Implications and recommendations are discussed.

Sax, L. J., Kanny, M. A., Jacobs, J. A., Whang, H., Wintraub, D. S. & Hroch, A. (2016). Understanding the changing dynamics of the gender gap in undergraduate engineering majors 1971-2011. *Research in Higher Education*, 57(5), 570-600.

In this paper we examine the level and determinants of entering college students' plans to major in engineering. While the overall level of interest in engineering has fluctuated between 1971 and 2011, a very large gender gap in freshman interest remains. We find that the percent of first-year women who plan to major in engineering is roughly the same today as in the early 1980s. We estimated the impact of predictor variables for five time points: 1976, 1986, 1996, 2006 and 2011. Independent variables were grouped into eight categories: personal inputs, background characteristics, learning experiences, self-efficacy, outcome expectations, interests, contextual influences, and choice goals. We present the findings in terms of those variables that have a consistent effect on the gender gap over time, and those whose effects vary over time.

Xu, Y. J. (2016). Aspirations and application for graduate education: gender differences in low-participation STEM disciplines. *Research in Higher Education*, 57(8), 913-942.

Past research has established educational aspiration as an important factor leading to future planning and academic attainment, but there is a lack of scholarly attention to the role of educational aspiration in the pursuit of graduate education. Using a recent nationally representative sample of college graduates, this study examines educational aspiration of college graduates in STEM majors and focuses on gender-based differences in the pursuit of advanced degrees in order to better understand the factors underlying the underrepresentation of women in their low-participation disciplines. Multinomial logit analysis is conducted to identify the factors that contribute to educational aspirations, graduate school application, and gender-based differences therein. The major findings are that (1) educational aspiration is a strong and important mediator to college graduates' pursuit of continuing education; (2) female students are more sensitive to socio-psychological influences from significant others in developing educational aspirations; (3) given the aspiration for graduate education, women's applications to graduate school is influenced strongly by family and financial factors. Potential policy recommendations are discussed based on the findings of the study.

Su, X. & Bozeman, B. (2016). Family friendly policies in STEM departments: awareness and determinants. *Research in Higher Education*, 57(8), 990-1009.

Focused on academic departments in science, technology, engineering, and mathematics (STEM) fields in the United States, we attempt to map department chairs' awareness of family friendly policies and investigate possible determinants of their knowledge levels. Based on a sample of STEM department chairs in American research universities, we find that chairs only have limited knowledge of family friendly policies and face different incentives and constraints in pursuing more. Chairs prove more committed to family friendly policies if departments embrace a diversity strategy. Those aspiring to move up in the administrative hierarchy are more likely to champion policies of unpaid family leave, spousal hiring assistance and workload

reduction for family reasons, whereas female chairs advocate more of family leave and onsite childcare policies. Departments self-assessed with less desirable status prove more knowledgeable about spousal employment assistance policy. We call for contingent understanding of family friendly policies and conclude the study by discussing research implications and developing policy recommendations.

Marchant, T. & Wallace, M. (2016). Gender balance in teaching wards: evidence from 18 years of national data. *Journal of Higher Education Policy and Management*, 38(4), 393-405.

Gender implications of nationally competitive teaching awards were examined to determine whether women receive sufficient accolades, given their dominant position in university teaching. Quantitative methods and secondary data provided objective analysis of teaching awards for Australian universities, for an 18-year data set with 2046 units of analysis. Results indicate that women were over-represented in lower-level citations and under-represented in higher-level awards. Women did not dominate, particularly the highly prestigious Prime Minister's award, where men constituted 65%. Policy and management implications include that universities could review the gender balance in their teaching award processes and set goals as internal support is a springboard to national awards. Groups of the same gender could be encouraged to work together at the highest levels to overcome individualistic, competitive barriers. National teaching award applications could be gender blind, at least for the higher levels. There are no clear trends towards a better gender balance, possibly because there has been a very limited gender spotlight on the awards at any level of policy and management.

Edens, D. (2016). Women's participation in academic conferences in Israel. *Journal of Higher Education Policy and Management*, 38(4), 406-421.

This article examines the participation of women in academic conferences in Israel, a country in which women are underrepresented in academia vertically and horizontally. Data were retrieved from announcements of academic conferences in Israel, for one academic year, covering 56 conferences that attracted 997 participations. Participation was measured according to a three-level vertical hierarchy and a three-level horizontal divide that was based on academic discipline. Statistical z-tests and χ^2 tests were conducted to compare the proportions of male and female participation. Findings show that male participation in conferences was three times that of women. It was also found that the conferences reflected the social agenda in Israel. It is suggested that women are subjected to two forms of gender marginality, one stemming from the gendered division of labour and the other from the characteristics of the academic conferences that reflect the masculine military social agenda in Israel.

Gaughan, M. & Bozeman, B. (2016). Using the prisms of gender and rank to interpret research collaboration power dynamics. *Social Studies of Science*, 46(4), 536-558.

Collaboration is central to modern scientific inquiry, and increasingly important to the professional experiences of academic scientists. While the effects of collaboration have been widely studied, much less is understood about the motivations to collaborate and collaboration dynamics that generate scientific outcomes. A particular interest of this study is to understand how collaboration experiences differ between women and men, and the attributions used to explain these differences. We use a multi-method study of university Science, Technology, Engineering, and Mathematics faculty research collaborators. We employ 177 anonymous open-ended responses to a web-based survey, and 60 semi-structured interviews of academic scientists in US research universities. We find similarities and differences in collaborative activity between men and women. Open-ended qualitative textual analysis suggests that some of these differences are attributed to power dynamics – both general ones related to differences in organizational status, and in power dynamics related specifically to gender. In analysis of semi-structured interviews, we find that both status and gender were used as interpretive frames for collaborative behavior, with more emphasis placed on status than gender differences. Overall, the findings support that gender structures some part of the collaborative experience, but that status hierarchy exerts more clear effects.